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A standardized scale for drawing.—The fifth monograph¹ issued by the Department of Education of Johns Hopkins University attacks a problem which seems on the surface to be fairly concrete but always proves to be baffling, namely, the problem of rating drawings. Unlike such relatively simple school activities as handwriting and spelling, drawing exhibits an utterly bewildering infinity of variables. The result is that anyone who attempts to make a scale of drawings is driven step by step to narrow his problem and finally to be content with a few doubtful examples instead of a full exhibit of all aspects of the type of school work with which he tries to deal.

The authors of the present study began with the ambitious plan of dealing with all aspects of drawing: representation, design and composition, and color, but found their task so complicated that they were obliged to be content with a study of representation only. Furthermore, they found that they were obliged to limit their work to four kinds of representation and to attach the other drawing problems which arise in the school to these samples by what must be recognized as a very loose connection. They say:

Teachers should keep in mind the fact that the house, the rabbit, the boy running, and the tree, are but types, and when teaching these type-forms other forms based upon the principles involved should be studied at the same time, e.g., when working upon the house, children should draw boxes, street cars, milk wagons, trucks, tables, or other objects involving the elementary principles of construction and perspective [p. 59].

The scale which issues when all of the limitations are recognized undoubtedly has some value. That value, however, is not due to the artificial mathematical refinement which is practiced in tabulating and retabulating the judgments on which the scale is based, but to the illuminating descriptions of figures and of grounds for classifying drawings which the authors use in setting up their artificial mathematical structure. There are a number of so-called legends given to judges to guide in the classification of the drawings which are most suggestive. They were evidently developed before the elaborate statistical tables were made. They will be helpful to anyone who has to do with drawings.

As for the painfully elaborate statistical handling of thousands of judgments, one is disposed to say that such work may be useful in training students in technical manipulation, but it is not a sound example to offer the world of scientific method as applied to educational problems.

CHARLES H. JUDD

Wireless telegraphy and telephony.—The books which have been published in the past two years on wireless communication have been of two sorts, technical and popular. The technical books have been frankly written for those

¹L. W. KLINE and G. L. CAREY, *A Measuring Scale for Free-hand Drawing. Part I, Representation*. Johns Hopkins University Studies in Education, No. 5. Baltimore: Johns Hopkins Press, 1922. Pp. v+61. \$2.00.